

The Montana Standards for Theatre										
Theatre: Creating	Anchor Standard # 1 : Generate and conceptualize artistic ideas and work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.1.Ka	TH.CR.1.1a	TH.CR.1.2a	TH.CR.1.3a	TH.CR.1.4a	TH.CR.1.5a	TH.CR.1.6a	TH.CR.1.7a	TH.CR.1.8a	TH.CR.1.HSa
	a. With prompting and support, invent and inhabit imaginary places and characters through teacher-guided creative drama	a. With prompting and support, invent and inhabit imaginary places and explore characters through teacher-guided creative drama	a. With prompting and support, propose new details to plot and/or story in teacher-guided creative drama	a. Create and explore characters and imagined worlds and experiment with character choices in teacher-guided creative drama	a. Articulate the visual details of imagined worlds and characters in dramatic experiences or improvised scenarios	a. Identify physical and vocal qualities that might reveal or add to a character's inner traits or story progression	a. Investigate how character and story choices inform staging in creative drama and in theatre performances	a. Investigate multiple characters and blocking choices in process drama and in theatre performances	a. Imagine and explore the role of conflict in character creation and story development and how this influences staging	a. Apply basic research on character , story, playwright , theatre tradition and genre in a drama or theatre work
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.1.Kb	TH.CR.1.1b	TH.CR.1.2b	TH.CR.1.3b	TH.CR.1.4b	TH.CR.1.5b	TH.CR.1.6b	TH.CR.1.7b	TH.CR.1.8b	TH.CR.1.HSb
	b. With prompting and support, use materials to create props , puppets, and costume pieces in teacher-guided creative drama	b. Collaborate with peers to imagine and propose ideas for costumes and props in teacher-guided creative drama	b. Collaborate with peers to imagine and propose ideas for costumes , props , and scenery in teacher-guided creative drama	b. Imagine and articulate ideas for costumes , props and scenery that support the environment and characters in creative drama	b. Visualize and design technical elements that support the story and given circumstanc es in drama experiences	b. Propose and implement design ideas that support the story and given circumstanc es in a drama or theatre work	b. Propose and implement design ideas that support the story and given circumstanc es in a drama or theatre work	b. Explain and present solutions to design challenges in a drama or theatre work	b. Imagine and explore solutions to design challenges of a specific performance space in a drama or theatre work	b. Imagine and explore solutions to design challenges, including the impact of technology on design choices in a drama or theatre work

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.1.Kc	TH.CR.1.1c	TH.CR.1.2c	TH.CR.1.3c	TH.CR.1.4c	TH.CR.1.5c	TH.CR.1.6c	TH.CR.1.7c	TH.CR.1.8c	TH.CR.1.HSc
	c. With prompting and support, identify ways in which gestures and movement may be used to create or retell a story in teacher-guided creative drama experiences	c. Identify ways in which gestures and movement may be used to create or retell a story in teacher-guided creative drama experiences	c. Identify ways in which voice and sounds may be used to create or retell a story in teacher-guided creative drama experiences	c. Collaborate to determine how characters might move and speak to support the story and given circumstanc es in creative drama experiences	c. Imagine how a character's movement and vocalizations might support the story and given circumstanc es in a drama experience	c. Imagine how a character's inner thoughts might impact the story and given circumstanc es in a drama or theatre work	c. Explore a scripted or improvised character by understanding and employing the given circumstanc es	c. Envision and describe a character's inner thoughts and objectives via a scripted or improvised drama or theatre work	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives and motivations in drama and theatre works	c. Use script analysis to generate ideas about a character that is believable and authentic

The Montana Standards for Theatre										
Theatre: Creating	Anchor Standard # 2 : Organize and develop artistic ideas and work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.2.Ka	TH.CR.2.1a	TH.CR.2.2a	TH.CR.2.3a	TH.CR.2.4a	TH.CR.2.5a	TH.CR.2.6a	TH.CR.2.7a	TH.CR.2.8a	TH.CR.2.HSa
	a. With prompting and support interact with peers and contribute to teacher-guided creative drama	a. With prompting and support contribute to the development of a sequential plot in teacher-guided creative drama	a. Collaborate with peers to devise dialogue in teacher-guided creative drama	a. Participate in teacher-led investigations to devise original ideas for a drama experience	a. Collaborate to devise original ideas by asking questions about characters and plot in a drama experience	a. Devise ideas that reflect collective inquiry about characters and their given circumstances in a drama or theatre work	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama or theatre work	a. Examine and justify original ideas and artistic choices in a drama or theatre work based on critical analysis, background knowledge and historical and cultural context, including the history and cultures of American Indians	a. Apply analysis, background knowledge and research on history and culture to the development of original ideas for a drama or theatre work, including, when appropriate, the history and cultures of American Indians	a. Explore the function of history and culture, including the history and cultures of American Indians, to the development of a dramatic concept

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.2.Kb	TH.CR.2.1b	TH.CR.2.2b	TH.CR.2.3b	TH.CR.2.4b	TH.CR.2.5b	TH.CR.2.6b	TH.CR.2.7b	TH.CR.2.8b	TH.CR.2.HSb
	b. With prompting and support, express original ideas in teacher-guided creative drama	b. With prompting and support, participate in group decision making in teacher-guided creative drama	b. Contribute ideas and make decisions as a group to advance a story in teacher-guided creative drama	b. Compare ideas with peers and make selections that will enhance and deepen group drama experiences	b. Make and discuss group decisions and identify responsibilities required to present a drama work to peers	b. Participate in defined responsibilities required to present a drama or theatre work informally to an audience	b. Contribute ideas and accept and incorporate the ideas of others while preparing or devising a drama or theatre work	b. Demonstrate mutual respect for self and others and their roles in preparing or devising a drama or theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama or theatre work	b. Investigate the collaborative nature of the actor, director, playwright and designer and explore their interdependent roles in creating a drama or theatre work

The Montana Standards for Theatre										
Theatre: Creating	Anchor Standard # 3 : Refine and complete artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.3.Ka	TH.CR.3.1a	TH.CR.3.2a	TH.CR.3.3a	TH.CR.3.4a	TH.CR.3.5a	TH.CR.3.6a	TH.CR.3.7a	TH.CR.3.8a	TH.CR.3.HSa
	a. With prompting and support, ask and answer questions in teacher-guided creative drama	a. With prompting and support, contribute to the adaptation of the plot in teacher-guided creative drama	a. Contribute to the adaptation of dialogue in a creative drama experience	a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a creative drama experience	a. Refine an improvised or scripted drama experience through repetition and collaborative review	a. Refine an improvised or scripted drama or theatre work through repetition and reflection	a. Articulate and examine artistic choices to refine devised or scripted drama and theatre works	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in devised or scripted drama and theatre works	a. Use repetition and analysis in order to revise devised or scripted drama and theatre works	a. Rehearse and revise devised or scripted drama and theatre works using blocking and staging informed by character analysis, relationships, and given circumstances
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.3.Kb	TH.CR.3.1b	TH.CR.3.2b	TH.CR.3.3b	TH.CR.3.4b	TH.CR.3.5b	TH.CR.3.6b	TH.CR.3.7b	TH.CR.3.8b	TH.CR.3.HSb
	b. With prompting and support, use and adapt sound and movement in teacher-guided creative drama	b. With prompting and support, use and adapt sound and movement in teacher-guided creative drama	b. Identify similarities and differences in sounds and movements in a creative drama experience	b. Participate and contribute to physical and vocal exploration in a creative drama experience	b. Explore and develop physical and vocal choices for an improvised or scripted drama experience	b. Use physical and vocal exploration for character development in improvised or scripted drama and theatre works	b. Identify effective physical and vocal traits of characters in improvised or scripted drama and theatre works	b. Identify effective physical and vocal traits of characters in improvised or scripted drama and theatre works	b. Demonstrate and refine effective physical, vocal, and physiological traits of characters in improvised or scripted drama and theatre works	b. Explore and define physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant in collaborative drama and theatre works

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CR.3.Kc	TH.CR.3.1c	TH.CR.3.2c	TH.CR.3.3c	TH.CR.3.4c	TH.CR.3.5c	TH.CR.3.6c	TH.CR.3.7c	TH.CR.3.8c	TH.CR.3.HSc
	c. With prompting and support, collaborate to imagine multiple representations of a single object in teacher-guided creative drama	c. With prompting and support, collaborate to imagine multiple representations of a single object in teacher-guided creative drama	c. Independently generate multiple representations of a single object in a creative drama experience	c. Explore props , scenery and costume choices to support devised or scripted creative drama experiences	c. Collaborate on props , scenery and costume ideas for a drama experience	c. Create innovative solutions to design problems that arise in drama and theatre works	c. Explore a planned design element during the rehearsal process of devised or scripted drama and theatre works	c. Consider multiple planned design elements during the rehearsal process for devised or scripted drama and theatre works	c. Implement and refine a planned technical elements using simple technology during the rehearsal process for devised or scripted drama and theatre works	c. Refine design choices to support the story and emotional impact of devised or scripted drama and theatre works

The Montana Standards for Theatre										
Theatre: Performing	Anchor Standard # 4: Select, analyze and interpret artistic work for presentation									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.PR.4.Ka	TH.PR.4.1a	TH.PR.4.2a	TH.PR.4.3a	TH.PR.4.4a	TH.PR.4.5a	TH.PR.4.6a	TH.PR.4.7a	TH.PR.4.8a	TH.PR.4.HSa
	a. With prompting and support, identify characters and setting in teacher-guided creative drama	a. With prompting and support, describe character actions and dialogue in teacher-guided creative drama	a. Interpret story elements in a creative drama experience	a. Identify and explore elements of dramatic structure in a creative drama experience	a. Examine and explore how dialogue and action contribute to story structure and meaning in a drama experience	a. Explore and describe the underlying thoughts and emotions that create dialogue and action in drama and theatre works	a. Identify and explore the essential events in a story or script that make up the dramatic structure in drama and theatre works	a. Consider various character and staging choices to enhance the story in drama and theatre works	a. Explore character and staging choices based on analysis of drama and theatre works	a. Explore and apply character and staging choices, based on analysis of drama and theatre works
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.PR.4.Kb	TH.PR.4.1b	TH.PR.4.2b	TH.PR.4.3b	TH.PR.4.4b	TH.PR.4.5b	TH.PR.4.6b	TH.PR.4.7b	TH.PR.4.8b	TH.PR.4.HSb
	b. With prompting and support, use body, face, gesture and voice to communicate character and emotions in teacher-guided creative drama	b. With prompting and support, use body, face, gesture and voice to communicate character and emotions in teacher-guided creative drama	b. Alter voice and body to expand and articulate character in a creative drama experiences	b. Investigate how movement and voice are incorporated into creative drama experiences	b. Make physical and vocal choices to develop a character in a drama experience	b. Experiment with physical and vocal choices to create meaning in drama and theatre works	b. Experiment and refine various physical and vocal choices to communicate character in drama and theatre works	b. Explore and integrate the given circumstances and how they influence character objectives , obstacles and tactics in drama and theatre works	b. Apply the given circumstances to various character objectives and tactics in drama and theatre works to overcome an obstacle	b. Refine character choices, recognizing the given circumstances and how obstacles shape objectives and tactics in drama and theatre works

The Montana Standards for Theatre										
Theatre: Performing	Anchor Standard # 5: Develop and refine artistic techniques and work for presentation									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.PR.5.Ka	TH.PR.5.1a	TH.PR.5.2a	TH.PR.5.3a	TH.PR.5.4a	TH.PR.5.5a	TH.PR.5.6a	TH.PR.5.7a	TH.PR.5.8a	TH.PR.5.HSa
	a. With prompting and support, explore movement and sound in a teacher-guided creative drama experience	a. With prompting and support, explore movement and voice in a teacher-guided creative drama experience	a. Explore the relationship between body, voice and mind in a creative drama experience	a. Participate in a variety of physical, vocal and cognition building exercises in creative drama experiences	a. Participate in acting exercises that can be applied to drama experiences	a. Participate in and discuss how acting exercises can be applied to drama and theatre works	a. Recognize and explore how acting exercises can be applied to drama and theatre works	a. Participate in a variety of acting exercises and techniques that can be applied in the rehearsal and performance of drama and theatre works	a. Explore how a variety of acting techniques can increase personal and ensemble skills in the rehearsals and performances of drama and theatre works	a. Analyse and investigate how various acting techniques can expand personal and ensemble skills in the rehearsal and performance process of drama and theatre works
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.PR.5.Kb	TH.PR.5.1b	TH.PR.5.2b	TH.PR.5.3b	TH.PR.5.4b	TH.PR.5.5b	TH.PR.5.6b	TH.PR.5.7b	TH.PR.5.8b	TH.PR.5.HSb
	b. With prompting and support, experiment with various design elements in teacher-guided creative drama	b. With prompting and support, explore design elements in teacher-guided creative drama	b. Identify the basic technical elements that can be used in creative drama experiences	b. Explore simple technical elements in a creative drama experience	b. Propose the use of simple technical elements in a drama experience	b. Demonstrate the use of simple technical elements in drama and theatre works	b. Analyze and articulate how technical elements enhance drama and theatre works	b. Explore a variety of technical elements that can be applied to a design in drama and theatre works	b. Apply a variety of technical elements to create a design in a rehearsal or production of drama and theatre works	b. Apply researched technical elements to increase the impact of design for production of drama and theatre works

The Montana Standards for Theatre										
Theatre: Performing	Anchor Standard # 6: Convey meaning through the presentation of artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.PR.6.Ka	TH.PR.6.1a	TH.PR.6.2a	TH.PR.6.3a	TH.PR.6.4a	TH.PR.6.5a	TH.PR.6.6a	TH.PR.6.7a	TH.PR.6.8a	TH.PR.6.HSa
	a. With prompting and support, use voice and sound in teacher-guided creative drama	a. With prompting and support, use movement and gesture to communicate emotions in teacher-guided creative drama	a. Contribute original ideas or choices to group creative drama experiences	a. Rehearse and share reflections about a drama experience	a. Share small-group drama and theatre works, with peers as audience	a. Present drama and theatre works informally to an audience	a. Present drama and theatre works informally to an audience	a. Perform a rehearsed drama or theatre work for an audience	a. Perform a rehearsed drama or theatre work for an audience	a. Perform a rehearsed scripted drama or theatre work for a specific audience

The Montana Standards for Theatre										
Theatre: Responding	Anchor Standard # 7: Perceive and analyze artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.7.Ka	TH.RE.7.1a	TH.RE.7.2a	TH.RE.7.3a	TH.RE.7.4a	TH.RE.7.5a	TH.RE.7.6a	TH.RE.7.7a	TH.RE.7.8a	TH.RE.7.HSa
	a. With prompting and support, recall and repeat choices made in teacher-guided creative drama	a. With prompting and support, express an emotional response in teacher-guided creative drama	a. Recognize the artistic choices made in creative drama experiences	a. Explore why artistic choices are made and how they shape reactions to drama and theatre works	a. Identify artistic choices and personal reactions through participation in and observation of drama and theatre works	a. Explain personal reactions to artistic choices made in drama and theatre works	a. Describe and record personal reactions to artistic choices in drama and theatre works	a. Compare and contrast personal and peer reactions to artistic choices in drama and theatre works	a. Analyse how criteria can aid in the evaluation of artistic choices in drama and theatre works	a. Reflect upon what is seen, felt and heard in drama and theatre works to develop criteria for personal artistic choices

The Montana Standards for Theatre

Theatre: Responding	Anchor Standard # 8: Construct meaningful interpretations of artistic works									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.8.Ka	TH.RE.8.1a	TH.RE.8.2a	TH.RE.8.3a	TH.RE.8.4a	TH.RE.8.5a	TH.RE.8.6a	TH.RE.8.7a	TH.RE.8.8a	TH.RE.8.HSa
	a. With prompting and support, identify preferences in teacher-guided creative drama and age-appropriate theatre performances	a. With prompting and support, express preferences and emotions through teacher-guided creative drama and age-appropriate theatre performances	a. Consider multiple personal experiences when participating in a creative drama experience or observing an age-appropriate theatre performances	a. Consider how personal preferences and emotions affect an observer's response in creative drama experiences and theatre performances	a. Compare and contrast peer experiences when participating in a drama experience or observing a theatre work	a. Explain how responses are based on personal experiences when participating in or observing drama and theatre works	a. Explain how artists make choices based on personal experience in drama and theatre works	a. Identify the artistic choices made based on personal experience in drama and theatre works	a. Recognize and share personal artistic choices when participating in or observing drama and theatre works	a. Analyze and compare how artistic choices are developed from personal experiences in drama and theatre works
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.8.Kb	TH.RE.8.1b	TH.RE.8.2b	TH.RE.8.3b	TH.RE.8.4b	TH.RE.8.5b	TH.RE.8.6b	TH.RE.8.7b	TH.RE.8.8b	TH.RE.8.HSb
	b. With prompting and support, name and describe a setting in teacher-guided creative drama	b. With prompting and support, discuss how setting can influence character actions in teacher-guided creative drama	b. Explore how setting influences character actions and consequences in creative drama experiences	b. Consider multiple ways to develop a character using physical characteristics and prop or costume design choices for a drama experience	b. Compare and contrast character qualities through physical characteristics and prop or costume design in drama experiences	b. Explain how cultural perspectives influence personal responses to characters when participating in or observing drama and theatre works	b. Identify societal and cultural perspectives, including American Indian perspectives, that may influence the evaluation of drama and theatre works	b. Describe how societal and cultural perspectives, including American Indian perspectives, can influence the evaluation of drama and theatre works	b. Analyze how societal cultural perspectives, including American Indian perspectives, influence the evaluation of drama and theatre works	b. Use new understandings of cultures and contexts to shape personal responses to drama and theatre works

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.8.Kc	TH.RE.8.1c	TH.RE.8.2c	TH.RE.8.3c	TH.RE.8.4c	TH.RE.8.5c	TH.RE.8.6c	TH.RE.8.7c	TH.RE.8.8c	TH.RE.8.HSc
	c. With prompting and support describe how personal emotions and choices compare to the emotions and choices of characters in teacher-guided creative drama	c. With prompting and support, describe how personal emotions and choices compare to the emotions and choices of characters in teacher-guided creative drama	c. Discuss how others' emotions and choices may compare to the emotions and choices of characters in creative drama experiences	c. Examine how connections are made between one's personal emotions and a character's emotions in creative drama experiences	c. Explore how physiological changes are connected to emotions in drama experiences	c. Investigate how physiological choices influence the response of the viewer of drama and theatre works	c. Identify personal aesthetics, preferences and beliefs through participation in or observation of drama and theatre works	c. Investigate the use of personal aesthetics, preferences and beliefs to discuss and interpret drama and theatre works	c. Explore personal aesthetics, preferences and beliefs to evaluate drama and theatre works	c. Explain and justify personal aesthetics, preferences and beliefs through participation in or observation of drama and theatre works

The Montana Standards for Theatre										
Theatre: Responding	Anchor Standard # 9: Apply criteria to evaluate artistic work									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.9.Ka	TH.RE.9.1a	TH.RE.9.2a	TH.RE.9.3a	TH.RE.9.4a	TH.RE.9.5a	TH.RE.9.6a	TH.RE.9.7a	TH.RE.9.8a	TH.RE.9.HSa
	a. With prompting and support, actively engage and observe others in teacher-guided creative drama	a. With prompting and support, build on others' ideas in teacher-guided creative drama	a. Collaborate on creating a scene through teacher-guided creative drama	a. Understand how and why groups evaluate creative drama experiences	a. Propose a plan to evaluate drama experiences	a. Develop and implement a plan to evaluate drama and theatre works	a. Use supporting evidence and criteria to evaluate drama and theatre works	a. Explain preferences, using supporting evidence and criteria when evaluating drama and theatre works	a. Respond to drama and theatre works using supporting evidence, personal aesthetics and artistic criteria	a. Examine a drama or theatre work using supporting evidence and criteria, while considering history, culture and other disciplines including the history and cultures of American Indians
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.9.Kb	TH.RE.9.1b	TH.RE.9.2b	TH.RE.9.3b	TH.RE.9.4b	TH.RE.9.5b	TH.RE.9.6b	TH.RE.9.7b	TH.RE.9.8b	TH.RE.9.HSb
	b. With prompting and support, identify props, costumes, lights or sounds that might be used in teacher-guided creative drama	b. With prompting and support, identify props, costumes, lights or sounds that might be used in teacher-guided creative drama	b. Use props, costumes , light and/or sound in creative drama experiences to describe characters , settings and events	b. Identify and compare technical elements in multiple creative drama experiences	b. Discuss how technical elements may support a theme or idea in a drama experience	b. Investigate how technical elements represent the theme of a drama or theatre work	b. Assess the design or technical elements used in a drama or theatre work	b. Apply and assess the aesthetics of the design and technical elements in a drama or theatre work	b. Apply and assess aesthetic choices of production elements used in a drama or theatre work	b. Extract meaning from a drama or theatre work, considering aesthetics and knowledge of design and technical elements

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.RE.9.Kc	TH.RE.9.1c	TH.RE.9.2c	TH.RE.9.3c	TH.RE.9.4c	TH.RE.9.5c	TH.RE.9.6c	TH.RE.9.7c	TH.RE.9.8c	TH.RE.9.HSc
	c. With prompting and support, share the experience of observing characters in teacher-guided creative drama	c. With prompting and support, observe and discuss the experiences of characters in teacher-guided creative drama	c. Describe personal responses to characters' challenges in a creative drama experience	c. Respond to characters' problems and situations in a creative drama experience or when observing an age appropriate theatre work	c. Observe how characters' circumstances might impact an audience's perspective of a theatre performance	c. Recognize how characters' circumstances might impact an audience's perspective of a drama or theatre work	c. Identify how and why a drama or theatre work might appeal to a specific audience	c. Identify a specific audience or purpose for a drama or theatre work	c. Assess the impact of a drama or theatre work on a specific audience	c. Articulate an understanding of, and appreciation for, a drama or theatre work by considering its specific purpose or intended audience

The Montana Standards for Theatre										
Theatre: Connecting	Anchor Standard # 10: Synthesize and relate knowledge and personal experiences to make art									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CN.10.Ka	TH.CN.10.1a	TH.CN.10.2a	TH.CN.10.3a	TH.CN.10.4a	TH.CN.10.5a	TH.CN.10.6a	TH.CN.10.7a	TH.CN.10.8a	TH.CN.10.HSa
	a. With prompting and support, identify similarities between characters and oneself in a teacher-guided creative drama experience	a. With prompting and support, identify emotional similarities between characters and oneself in a teacher-guided creative drama experience	a. Relate character experiences to personal experiences in a creative drama experience	a. Relate personal experiences and knowledge to make connections to community and culture, including the cultures of American Indians, in a creative drama experience	a. Identify the ways drama and theatre work reflect the perspectives of a community or culture, including the cultures of American Indians	a. Explain how drama and theatre work can connect oneself to a community or culture	a. Explain how a drama and theatre work impacts the perspectives of a community or culture	a. Incorporate multiple perspectives and diverse community ideas in a drama or theatre work including those of American Indians	a. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama or theatre work	a. Collaborate on a drama or theatre work that examines a critical issue using multiple personal, community and cultural perspectives, including those of American Indians

The Montana Standards for Theatre										
Theatre: Connecting	Anchor Standard # 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians									
	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CN.11.Ka	TH.CN.11.1a	TH.CN.11.2a	TH.CN.11.3a	TH.CN.11.4a	TH.CN.11.5a	TH.CN.11.6a	TH.CN.11.7a	TH.CN.11.8a	TH.CN.11.HSa
	a. With prompting and support, identify skills and knowledge from other content areas through teacher-guided creative drama experiences	a. With prompting and support, apply skills and knowledge from different art forms and content areas through teacher-guided creative drama experiences	a. Recognize connections between various art forms and content areas and apply these in creative drama experiences	a. Identify historical, global and social issues expressed in creative drama experiences	a. Respond to historical, global and social issues expressed in drama and theatre works	a. Investigate historical, global, cultural and social issues expressed in drama and theatre works	a. Identify universal themes or common social issues and express them through a drama or theatre work	a. Incorporate elements to strengthen the meaning and conflict in drama and theatre works focusing on particular cultural, global or historic contexts, including the cultures and histories of American Indians	a. Use different forms of drama and theatre work to examine contemporary social, cultural or global issues including the cultures of American Indians	a. Explore how local and global cultural and historic belief systems, including those of American Indians, affect creative choices in drama and theatre works

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CN.11.Kb	TH.CN.11.1b	TH.CN.11.2b	TH.CN.11.3b	TH.CN.11.4b	TH.CN.11.5b	TH.CN.11.6b	TH.CN.11.7b	TH.CN.11.8b	TH.CN.11.HSb
	b. With prompting and support, identify stories that are different from one another in a teacher-guided creative drama	b. With prompting and support, identify similarities and differences in stories collected from one’s own classroom community in teacher-guided creative drama	b. Identify similarities and differences in stories from multiple cultures, including those of American Indians, through creative drama experiences	b. Explore how stories are adapted from literature to become drama or theatre works	b. Investigate cross-cultural approaches to storytelling, including those of American Indians, in drama and theatre works	b. Analyse commonalities and differences between stories set in different cultures, including those of American Indians, in drama and theatre works	b. Research the story elements of a staged drama or theatre work and compare them to another production of the same title	b. Research and discuss how a playwright might have intended a drama or theatre work to be produced	b. Research and analyze two different versions of the same drama or theatre work to determine differences and similarities in the visual and aural worlds	b. Research how other theatre artists apply creative processes and research methods to tell stories in a devised or scripted drama or theatre work

	K	1st	2 nd	3 rd	4 th	5 th	6 th	7 th	8th	HS Proficient
	TH.CN.11.Kc	TH.CN.11.1c	TH.CN.11.2c	TH.CN.11.3c	TH.CN.11.4c	TH.CN.11.5c	TH.CN.11.6c	TH.CN.11.7c	TH.CN.11.8c	TH.CN.11.HSc
	c. With prompting and support, tell a short story in teacher-guided creative drama	c. With prompting and support, collaborate on the creation of a short scene based on a fictional literary source in teacher-guided creative drama	c. Collaborate on a creative drama based on a culturally or historically significant source, including sources from American Indians	c. Examine how artists have historically presented the same stories using different art forms, genres or drama and theatre conventions	c. Compare the drama and theatre conventions of a given time period with those of the present	c. Identify historical sources that explain drama and theatre terminology and theatre conventions	c. Investigate the time period and place of a drama or theatre work to better understand performance and design choices	c. Examine artifacts from a time period and geographic location to inform performance and design choices in drama and theatre works	c. Identify and use artifacts from a time period and place to inform performance and design choices in drama and theatre works	c. Employ research methods to better understand social, historical and cultural contexts of drama and theatre works, including the histories and cultures of American Indians

Theatre Glossary of Terms

Acting techniques specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a drama experience or theatre performance

Actor a person who performs in a drama, theatre, film or video work

Blocking the precise movement of actors on a stage in order to tell a story in a play, ballet, film or opera

Character the features and traits that form the individual nature of a person, real or fictional, in a drama or theatre work

Conflict the problem, confrontation, or struggle in a scene or play; conflict may be internal or external

Costume a particular style of clothing worn to portray a character

Creative drama a process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative process the process through which theatre artists explore, discover and convey meaning in a devised or scripted performance

Design a plan or drawing to show the look and function of the design elements in a drama or theatre work

Designer the person(s) in charge of creating the look of the scenic, costume, lighting, sound, and properties, often these elements are designed by different people who form the design team

Devise the process of creating an original performance piece with an ensemble of theatre artist (e.g. performers, writers, directors, designers, technicians)

Dialogue a conversation between two or more characters

Director the facilitator of the creative and collaborative process; determines the concept of a drama or theatre work and leads the collaborative team

Drama from the Greek word *dram* meaning *action*, drama describes the literary components of a play. In theatre education, the term is also used to describe a process oriented exploration of story and character

Dramatic concept a plan or intention that guides the initial phase of development of a drama or theatre work

Dramatic structure The sequence a play, with five elements that include exposition, rising action, climax or turning point, falling action, and denouement

Focus commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture an expressive and planned movement of the body or limbs

Given circumstances the environment or accepted reality and conventions of the story, including the choices made by the playwright

Improvise the spontaneous, intuitive, and immediate response of movement and speech in a drama experience or theatre performance

Imagined worlds a set of imagined circumstances created collectively by participants in a drama experience

Objective a goal or particular need or want that a character has within a scene or play

Obstacle the character, object, or circumstance preventing a character from achieving their objective

Physiological relating to the physical; a character's or performer's physical actions or reactions to events in a drama or theatre work

Playwright a person who writes dramatic literature and plays; also referred to as dramatists, scriptwriter, screenwriter

Plot a narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

Process drama a non-linear, episodic, process-centered and improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem or idea in a non-exhibitional format that is intended to benefit the performers themselves

Production elements technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other storytelling devices/concepts.

Properties (Props) articles handled or carried by the actor on stage

Scene a portion of a larger play or story

Scenery the background and larger objects such as furniture to represent a location or setting in a drama or theatre work

Script the copy of the text of a play

Scripted drama a piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

Stagecraft the technical aspect of theatrical, film, and video production; includes constructing and rigging scenery, hanging and focusing lighting, design and procurement of costumes and makeup, procurement or building of props and recording and mixing of sound; considered a technical rather than an artistic field, it is primarily the practical implementation of a designer's artistic vision.

Staging patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

Story drama an episodic, process-centered and improvised form of drama that uses existing literature as a starting point for drama exploration; explores implied moments (before, after, or within) that may not exist in the story and is a non-exhibitional format that is intended to benefit the performers themselves

Story elements characters, setting, dialogue, and plot that create a story in a work of drama or theatre

Tactic the means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb

Teacher-guided drama experience a drama experience that is lead by the classroom teacher, through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; teacher may guide participants in or out of role

Technical elements the elements that contribute to the look of a drama or theatre work such as furniture and scenery, properties, lights, costumes and make-up, music and sound, which working together create a unified and meaningful design for a theatrical production

Theatre from the Greek word *theatron*, “seeing place,” involves actors performing a story in front of a live audience, also a place, especially a building, where plays, opera, music, or films are presented

Theatre conventions practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

Theme the aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas